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AUTHOR Webber, A.
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ABSTRACT

One of five individualized courses included in a parent involvement curriculum, this course focuses on the developmental characteristics and changes of the adolescent and techniques for guiding adolescents to adulthood. The course is comprised of two units: (1) Growth and Development, and (2) Developmental Tasks and Adult Guidance. Each unit begins with a Unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA)

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MOUNTAIN PLAINS LEARNING EXPERIENCE GUIDE:

Parent Involvement.

Course: Adolescence.

CE 027 813

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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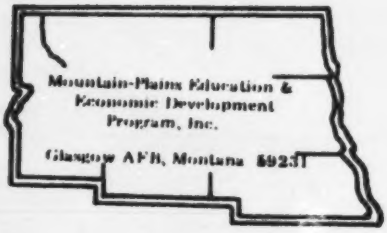

Learning Experience Guide

COURSE: ADOLESCENCE

DESCRIPTION:

The course consists of the physical, social-emotional, and mental characteristics and changes of adolescence, the five developmental tasks, and techniques for guiding the adolescent. It includes both individual and group learning activities.

RATIONALE:

Knowledge of the developmental characteristics and tasks and techniques of guiding the adolescent will enable the adult to effectively guide the adolescent in his growth to adulthood.

OBJECTIVE:

Identify the developmental characteristics and changes of the adolescent and techniques for guiding adolescents to adulthood.

PREREQUISITES:

Validation of Course 66.01 -- Interaction with Children

RESOURCES:

No outside resources. All printed materials are attached to the LAP.

GENERAL INSTRUCTIONS :

Complete all units required according to Student Work Plan. Complete Course test according to 80% accuracy.

UNIT TITLES:

.01 Growth and Development
.02 Developmental Tasks and Adult Guidance

FOLLOW-THROUGH:

Proceed to the first assigned unit.

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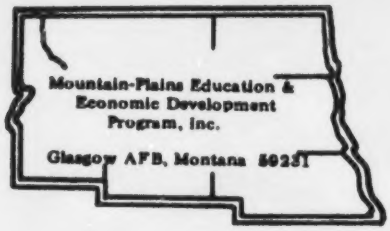

Learning Experience Guide

UNIT: GROWTH AND DEVELOPMENT

RATIONALE:

Knowledge of the developmental characteristics and changes of the adolescent will enable the adult to make reasonable expectations of the adolescent.

PREREQUISITES:

Completing of Course 66.01 -- Interaction with Children.

OBJECTIVE:

Identify the physical, mental and social-emotional characteristics and changes of the adolescent.

RESOURCES:

Attached Information Sheets.

GENERAL INSTRUCTIONS:

Complete the Learning Activity Packages required, according to Student Work Plan. Complete Unit Post Test with 80% accuracy.

PERFORMANCE ACTIVITIES:

.01 Physical Characteristics
.02 Mental Characteristics
.03 Social-Emotional Characteristics

EVALUATION PROCEDURE:

80% correct responses on objective multiple-choice test.

FOLLOW-THROUGH:

Go to the first assigned Learning Activity Package.

Principal Author(s): A. Webber

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Date Published: 7/22/75

Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Physical Characteristics (adolescence)

OBJECTIVE:

Identify the physical characteristics and changes of adoloscence.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheets: "Physical Characteristics".

PROCEDURE:

Steps

1. Read "Physical Characteristics".
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s): A. Webber

Physical Characteristics (adolescence)

During early and middle childhood, physical changes of children were discussed. Only occasionally were differences between boys and girls noted. About halfway through the period of later childhood, however, the differences between boys and girls physical development become very important. As we discuss the adolescent period of growth, we will no longer discuss children in general, but will discuss boys and girls separately. The areas dealing with adolescent physical development to be discussed will be:

1. Physical Growth Spurt
2. Motor Abilities
3. Health Problems
4. Early and Late Maturers

Physical Growth Spurt

The preadolescent growth spurt - - a time of rapid physical growth - - generally occurs from halfway through later childhood through the early years of adolescence. There are certain facts about this growth spurt that can be expected in most preadolescents and adolescents.

1. The growth spurt of the body at this time is usually uneven. For example, the legs and arms generally grow more rapidly than the trunk. Thus, many children during the growth spurt appear tall and gangly. Both boys and girls usually grow first in height, then weight and finally strength.

2. Before the growth spurt, many children appear plump and somewhat stocky. Growth in height usually occurs about six months before the weight spurt. The stocky child often becomes a slender, leggy youngster by the end of the growth spurt.

3. The growth spurt of both boys and girls is closely related to sexual maturity. The growth spurt usually begins a year to 18 months before puberty begins (Puberty is defined as the phase of growth in which the youngster matures sexually.)

4. There are vast differences among children in the age at which the growth spurt begins, duration of it and how much growth will take place. The age at which children vary the most in physical size and development is 13 years. Girls, as a general rule, are approximately two years ahead

of boys in development. Studies show that boys usually grow fastest between ages 11 - 14 and girls between ages 9 - 12.

Children who begin maturing earlier will usually begin their growth spurt earlier, have a shorter growth spurt and complete it earlier than late maturers. Consequently, a short person who matures later will often catch up with the early maturer. Tall preadolescents tend to enter the growth spurt earlier. Tall preadolescent girls will usually begin menstruating earlier. Girls usually begin menstruating between ages 11 and 15 with age 13 most common.

The growth spurt can be very important to the adolescent in two respects. First, the vast age range in growth spurt and sexual maturity may cause some problems to youngsters. At the same age, one child may look and act very much like a child, while another may look and act more like an adult. Secondly, as a general rule, girls mature sexually faster than boys by about 2 years. Many problems of adolescent social-emotional adjustment may arise from the way in which each of these aspects of development may affect the other.

Motor Abilities

During infancy, motor skills develop mostly through physical maturing. In later years, however, motor skills development depends also on intelligence, opportunities available, feelings about himself and how much the child wants to be accepted. Especially to boys, to be able to use the body effectively may be of crucial importance in later childhood and early adolescence.

The need for constant activity evident during childhood slows down considerably during adolescence. Adolescence is usually the period when the youngster specializes in one or two sports and eventually becomes content to be a spectator. Girls usually become spectators before boys do.

Boys are usually superior to girls in activities requiring strength rather than precision. In skillful coordination there are no differences between the sexes. Both boys and girls can usually be expected to perform equally as well in fine motor skills - - such as typing, piano playing, etc.

Health Problems

Acne

One health problem that may bother many adolescents is acne. The importance of physical appearance to the adolescent may cause undue anxiety about this problem. One of the controls of acne is the restriction of certain foods - such as soft drinks, chocolate, etc.

Eating Habits

People often remark about the huge appetite of the adolescent. This may be caused by the vast amount of growing at this age. Remarks are also made about the strange eating habits of many adolescents. This may, in part, be due to the need to declare independence of

parental restriction. Increased social life may also require irregular or hurried meals.

Sleep and Posture

Due to rapid growth, sleep patterns and posture may also change. Many an adolescent is accused of being lazy when actually he needs more rest now that he is growing so rapidly. Many adolescents have poor posture. This may be due to awkwardness because of rapid physical change. Physical change may also cause a self-consciousness which leads to poor posture.

Menstruation

Most girls begin menstruating during later childhood or early adolescence. Individual girls differ in the extent to which physical discomfort accompanies menstruation. Also, there are individual differences in the amount of moodiness accompanying the menstrual cycle. Irregularity is common for the first year or two. After that, most girls establish their own pattern.

Early and Late Maturers

Because peer group acceptance is so very important during early adolescence, any difference from the average can be a source of anxiety to the youngster. Early maturers are those children who shoot up and reach sexual maturity at an earlier age than most youngsters. Late maturers hit their growth spurt and mature sexually when they are older than most. Below will be discussed the advantages and disadvantages of both.

Early Maturer

Disadvantages

Because the early maturer looks older than his agemates, adults may expect too much of him. He usually grows at a very fast rate. He may not have the time to adjust to himself as he is before he is even bigger. He may fear he will be grotesque if he doesn't stop growing! Many times the early maturer will feel he stands out among his shorter classmates. This is especially true for girls. An overly concerned early maturer may be reassured by visiting a physician who can fairly accurately predict adult height from the stage of development of certain bones.

Advantages

The advantages of being an early maturer are usually greater for boys than for girls. Early maturers tend to be physically stronger than late maturers. They generally have a high advantage in physical skills and sports. Boys who mature earlier are more ready for boy-girl relationships that girls their own age seek.

Late Maturers

Disadvantages

The disadvantages of being a late maturer seem greater for boys than for girls. Basically, this is because late maturers tend to be small for their age. However, those who mature late usually have a longer growth period and catch up with early maturers. This is usually little consolation to the smaller boy who must compete with larger ones. Girls who mature later than most may feel left out during the early adolescent years.

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Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Mental Characteristics (adolescence)

OBJECTIVE:

Identify the mental characteristics and changes of adolescence.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Mental Characteristics."

PROCEDURE:

Steps

1. Read "Mental Characteristics".
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s): A. Webber

Mental Characteristics (adolescence)

Mental growth during the adolescent years continues at a steady rate. The ability to think and reason usually increases greatly. The adolescent generally takes a more active interest in the world around him, including current events. Schoolwork may suffer at this time. A vast interest in personal problems and/or the desire to become immediately self-supporting may cause this decline of interest. Specific scholastic interests of many adolescents are usually influenced by future roles.

During later childhood, the youngster is usually interested in learning all he can about almost everything. The adolescent is, however, usually interested more in people than in things. The adolescent period is, also, one of idealism. Youngsters of this age see the world as it could be and have a hard time accepting things as they are. Eventually they do, however, reach a compromise. While accepting the world as it is, they can still work to make it a better place. Much progress has been made through the idealism of youth!

Mental Growth

During the early years of childhood, mental growth is very dependent upon physical growth. The development of the brain and nervous system and the body have a lot to do with the young child's ability to learn. As the child enters later childhood and adolescence, he is more dependent on less active learning, such as classroom learning.

Mental growth throughout life does not go through the same spurts as physical growth. Mental growth continues at a steady, rapid pace until about age 16. After 16 years, mental growth continues, although the fast pace of development usually tapers off. A characteristic of mental growth in adolescence is the unfolding of special abilities. These special abilities are often reflected in schoolwork and special interest areas. The rapid increase in special mental abilities generally slows down during ages 13 to 16 years.

There is no difference in level of intelligence between the sexes. Each individual differs in the level of mental development reached and the age at which he reaches this level. One child may have trouble with math when the rest of his peer group can handle it. At a later age, however, he may sail right through math with no problem.

Intelligence and Special Mental Abilities

Many experts define intelligence as the ability to make use of past experiences in meeting new and different situations. During adolescence, increases in general intelligence are dependent upon training and various experiences. The

ability to think and reason also plays an important part. As special abilities and limitations appear between ages 10 and 18 years, guiding the youngster's training and experiences becomes very important. The important thing to remember is that each child is an individual. He progresses at his own rate in his own special areas. The following areas will show where and how most adolescents develop intellectually.

1. Generalizing

By adolescence, most children's ability to generalize is increasing. He is able to go from understanding concrete things to understanding concepts. He is able to identify himself with people and things outside his environment. It enables him to understand much more about the larger world. He begins to care about people and circumstances that do not affect him directly.

2. Abstract Thinking

During the early years of childhood, children are able to think of concrete things - - those they can see or touch. In later childhood, children generally make advances in their ability to understand and use more abstract terms - - such as, justice, pity, revenge, etc. By the time children reach adolescence, they have usually developed the ability to think abstractly and enjoy doing so. Each individual differs in the level of abstract thinking he has obtained by adolescence. Most adolescents, however, can understand the point of view of others, see relationships between things they cannot see, hear or feel, think about the past and future and other abstract concepts.

3. Concepts of Space and Time

As with the other aspects of mental development, there are individual differences in each child's ability to understand concepts of space and time. It is very important for the adolescent to develop an understanding of space and time as it relates to his own life. This is dependent, again, on natural ability and opportunities for experience and training.

4. Understanding Self and Others

The adolescent generally has a strong desire to understand others and have them understand him. He usually becomes more objective in his evaluation of himself. His future plans play an important role in such things as special and scholastic interests. The adolescent's ability to understand himself and others is very dependent upon his intellectual level and his emotional maturity.

5. Intellectual Understanding of Goals and Values

When a child is young all the values and goals he lives by are generally those of his parents. As the child grows, he sees some conflict between the goals and values of his parents and those of others. This usually requires that the youngster re-examine his values and goals. During this process of goal evaluation, the adolescent will usually resort to many compromises between what he says and what he does. It is important that the adolescent learn to establish values and goals and live by them. Moral, ethical and democratic values and goals usually depend upon the child's level of intellectual and social-emotional development.

6. Problem Solving

When it comes to the learning process involved in problem solving, the adolescent needs all the general intelligence and special abilities at his command. He needs opportunities for learning to make decisions. Generally, it is more helpful for the adult to begin this process of decision-making gradually when the child is younger.

As can be seen in any area of human development, physical mental and social-emotional development are interrelated. The same is true during the adolescent years. Environment and personal-social experiences all influence intellectual development. Examples of areas dependent upon both intellectual and social-emotional development are:

1. Understanding self and others.
2. Comprehension of complex relationships.
3. Clarity of values and goals.

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Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Social-Emotional Characteristics (adolescence)

OBJECTIVE:

Identify the social-emotional characteristics and changes of adolescence.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheets: "Social-Emotional Characteristics".

PROCEDURE:

Steps

1. Read "Social-Emotional Characterisitics".
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s): A. Webber

Social-Emotional Characteristics (adolescence)

An emotionally healthy person is able to satisfy his own needs and wants reasonably well. At the same time, he is able to meet the demands and requirements of the society in which he lives. Throughout childhood and adulthood a long process of growth, development and training is necessary to achieve emotional maturity. The most important part of the development of the adolescent is emotional. Emotional development is so closely connected with social development that they will be discussed in this resource as social-emotional development.

Challenges of Adolescence

There are five major challenges in most adolescent's lives. Meeting these challenges during adolescence enables the youngster to progress from childhood to adulthood. Adolescence is generally a time of strong emotional conflict. This conflict is especially seen in areas dealing with the following challenges of adolescence:

1. Completing the growth from childhood to adulthood through growing independence.
2. Attaining a mature attitude toward sex.
3. Planning a vocation and/or further education.
4. Finding meaning and purpose in life.
5. Discovering himself.

Besides the pressure of these five developmental challenges, the adolescent years have other pressures. The fact that girls mature emotionally and socially about 2 years faster than boys can cause problems between boys and girls. Identification and acceptance of masculine and feminine roles in our society is sometimes another problem.

One common means of achieving social-emotional maturity during adolescence is rebellion. In completing the transition from childhood to adulthood, the adolescent must demand more and more independence from his family. This can be a highly emotional transition during which parental support is definitely needed. Hero worship or "crushes" on a young adult are usually seen in early adolescence. Practice being someone else helps the adolescent in achieving independence and finding himself.

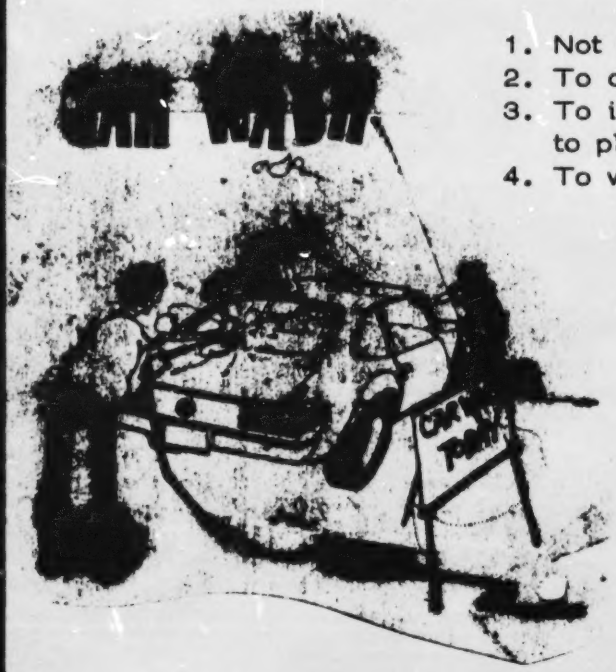
Signs of social-emotional maturity that are increasingly evident during adolescence are:

1. The increasing ability to make his own decisions and stick to them
2. The ability to keep things to himself or share them at will.
3. Increasing social sensitivity.
4. Becoming increasingly independent of family.

Areas of Social-Emotional Development

Friendship

The "chum" relationship with a member of the same sex is a very important part of the social-emotional development of a child. This type of relationship usually occurs during later childhood and early adolescence. Many adults object to this type of relationship. It is generally very important to realize that this stage of development is a step in being able to establish a love relationship with the opposite sex. From the "chum" relationship the youngster should generally learn the following:



1. Not to be possessive in relationships.
2. To control his own selfish desires.
3. To improve personal habits and personality to please another.
4. To widen interests.

Love

The development of consideration for others continues increasing with the boy-girl relationships of later adolescence. The age at which these relationships occur depends upon the sexual and social-emotional development of the individual. Many adults are confused by the number of times many adolescents fall in love. It is generally important to realize, however, that the adolescent is developing social skills and finding his needs for a permanent relationship with a member of the opposite sex.

The adolescent is usually ready for this stage of his development if his love needs have been met throughout his development. When a youngster arrives at this stage of development, however, depends upon the individual. The special needs for this stage are opportunities for sex education and education in family life and marriage.

The Adolescent and His Group

The peer group generally becomes important to the child around the age of 8. This need for group acceptance increases steadily through later childhood and adolescence. During these years, however, the group changes in the following ways:

1. from gang to more select groups.
2. shift from impersonal relationships of the gang to more intense relations during ages 12 to 15 years.
3. the gang and play activities of early adolescence usually include both sexes.
4. during adolescence, group friendships are usually based on common interests.

It is of the utmost importance to the adolescent to be accepted by his peer group. This acceptance is a source of security and strength, especially

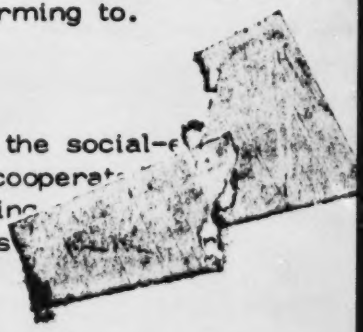
when he tries to become independent. His group also provides him with behavior patterns he will usually follow.

Conformity

The adolescent is usually a great conformer to peer group standards. This is seen in sameness of clothing, language, hair styles, etc. The adolescent should eventually be able to accept or reject group standards according to his own needs. Of concern to many adults is the price the adolescent is paying to conform and the standards of the peer group he is conforming to.

Cooperation and Competition

Learning both cooperation and competition are important in the social-e[illegible] development of any child. In early childhood, learning to cooperat[illegible] process usually closely guided by the child's parents. Durin[illegible] this spirit of cooperation generally increases as he becomes [illegible]



with others. It is important that the child develop consideration for those close to him. In this way, he usually becomes aware of the broader world and his role in humanity.

In human development, the development of competition is inevitable. Not only is our society very competitive, but all children judge themselves in comparison with others. Inevitably, this leads to competition. The most healthy form that competition can take is competition with one's own record. As long as competition remains healthy, it is a great means of growth. It is especially good if it does the following for the child:

1. helps him discover abilities, strength, and weaknesses.
2. helps him discover his place in society.
3. helps him discover himself.

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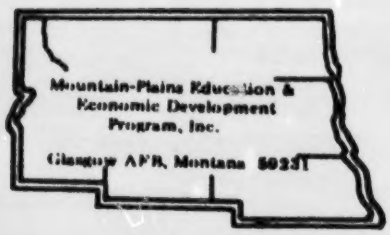

Learning Experience Guide

UNIT: DEVELOPMENTAL TASKS AND ADULT GUIDANCE

RATIONALE:

Knowledge of the five developmental tasks and techniques of adult guidance will enable the adult to effectively guide the adolescent in his growth to adulthood.

PREREQUISITES:

Validation of Unit 66.05.01.00--Growth and Development

OBJECTIVE:

Identify techniques for guiding adolescents to adulthood according to the five developmental tasks.

RESOURCES:

Attached Information Sheets.

GENERAL INSTRUCTIONS:

Complete Learning Activity Package. Participate in Group Activity Package. Complete Unit/LAP Post Test with 80% accuracy.

PERFORMANCE ACTIVITIES:

.01 Completing Growth from Childhood to Adulthood
.02 Completing Growth from Childhood to Adulthood Discussion

EVALUATION PROCEDURE

80% correct responses on objective multiple-choice test.

FOLLOW-THROUGH:

Go to the first assigned Learning Activity Package.

Principal Author(s):
A. Webber

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Mountain-Plains Education & Economic Development Program, Inc.
Glasgow AFB, Montana 59231

Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Completing Growth from Childhood to Adulthood

OBJECTIVE:

Identify techniques for guiding adolescents to adulthood according to the five developmental tasks.

EVALUATION PROCEDURE:

80% correct response on Unit/LAP test.

RESOURCES:

Attached Information Sheets: "Growth from Childhood to Adulthood".

PROCEDURE:

Steps

1. Read "Growth from Childhood to Adulthood".
2. Complete Unit/LAP test.
3. Instructor will correct the answer sheet.
4. Study areas of Unit/LAP test answered incorrectly.
5. If you score less than 80%, retake the Unit/LAP test until you score at least 80%.

Principal Author(s):
A. Webber

Growth From Childhood To Adulthood

Adolescence is the time during which the child changes gradually to an adult. During this changing time, the adolescent must face five major challenges. These challenges are:

1. Completing the change from childhood to adulthood.
2. Achieving mature attitude toward sex.
3. Choosing a career and/or further education.
4. Finding meaning and purpose in life.
5. Finding and accepting one's self.

The five challenges will be discussed in this resource. These discussions will also include ideas for adults in helping adolescents become adults.

Challenge #1
Completing the Change From Childhood to Adulthood

This first major challenge of adolescence actually includes all of the others. However, for purposes of this discussion, it will be defined as freeing one's self from dependence upon parents.

The process of freeing one's self from dependence on parents is a long and gradual one. The infant is born a totally dependent creature. He depends on adults (usually his parents) for his very survival. Gradually, the child learns to do more and more for himself.

As the child is growing in independence, he sometimes goes back to childish behavior. This is seen throughout childhood and especially in adolescence. May adults are confused by the adolescent who makes adult demands on one hand and throws a temper tantrum on the other. This is not unusual. The insecurity of new demands and independence will often make the adolescent retreat to childish behavior.

The adolescent needs reassurance from adults during times of insecurity. If childish behavior can be ignored, it is generally best to do so. Most adolescents are as confused by this type of behavior as adults. If a childish excuse is used to get out of an important task, the adult may just reject the excuse good-naturedly. Whether or not the adult meets the adolescent demands for independence and responsibility should depend on the individual. The adult should know the individual's ability to handle this independence and responsibility.

Adults must also be ready to accept the child's new independence. Many parents willingly help the child grow in independence throughout childhood. They may not be ready, however, to completely let the child go at the end of adolescence. Acceptance of each other (adolescent and adult) on an equal basis must be based on a relationship of respect for each other.

Challenge #2

Achieving a Mature Attitude Toward Sex

Children should learn gradually about sex. Below are six general guidelines for helping adults teach children about sex.

1. What children need to know about sex usually depends upon their stage of development. Although each individual has different needs, there are certain areas that children are usually curious about during their stage of development. The young child usually has questions about the differences in sex organs and where babies come from. Most preadolescents want information on the changes occurring in their bodies. During adolescence, the youngster is usually curious about the reproductive process.

2. The information desired by most youngsters depends upon the experiences he has had or is having. The young child is likely to be curious about babies if there is a new baby in his family.

3. In order to give the youngster information on sex, the lines of communication should be open. The child must know that no matter what he thinks or says it will be accepted by the adult.

4. Try to get the child to talk first. This type of open communication enables the adult to find out:

   a. what the child wants to know
   b. what he already knows and thinks.

5. Open and relaxed communication is important in helping the child overcome any feelings of guilt or shame. Again, it is important for the adult to accept the child's feelings.

6. Studies have shown that parents are usually the best sex educator for their child. It is important, therefore, for the parent to be prepared for this task. If, however, the parent does not feel confident, he should ask a trusted teacher, counselor or clergyman to help.

Challenge #3
Choosing A Career and/or Further Education

Adolescence is the time youngsters begin considering their future. Educational and vocational guidance are usually wanted by every youngstar during this period. This guidance should include:

1. The meaning of work and its place in his life.
2. Plenty of information on the world of work.
3. Knowledge and understanding of his abilities and limitations.

Helping the youngster understand his abilities and limitations requires much information. This information can be gained from various tests, school history, reports of part-time jobs and hobbies.

Guidance should depend upon the individual's interests and his level of development. During junior high, the youngster is usually unable to make an occupational choice based on his own abilities. At about 14 or 15 years, the youngster is aware of his most basic interests. It is not until about 15 or 16 years of age that the youngster may seriously make an occupational choice. It is at this time that he usually becomes aware of his abilities and goals. He also realizes his special interests at this time. Early high school guidance should usually include exploring many different areas.

Challenge #4
Finding Meaning and Purpose In Life

The process of deciding on values and goals is a gradual one. The very young child bases all his values and goals on his own needs. He gradually becomes very interested in his parent's approval. By age 6 or 7, the child usually has a clear idea of right and wrong. Middle childhood is usually a time of conflict. The child wants to please his parents, but he also wants to please his friends. These conflicts usually continue into adolescence. By the end of adolescence, the youngster should have formed his own values and goals.

There are three types of goals that must be arrived at during adolescence. They are love goals, work goals and social goals. Social goals are very important in searching for meaning and purpose in life.

In establishing social goals it is very important that the adolescent be able to do the following:

1. Secure information and make intelligent judgement on issues.
2. Have a workable philosophy based on moral, ethical and social goals.
3. Cooperate with others.

The adolescent usually looks at the world of adults and judges it. He is generally able to care for the welfare of others. He is capable of deriving great satisfaction from serving others. During the adolescent period, it is important to provide opportunities for the youngster to work for social good.

Challenge #5
Finding and Accepting One's Self

Adolescence is a period of self-discovery. It is the time of search for identity as an independent adult. Abilities, limitations, interests, values and goals all play an important part in this process. During this period of self-discovery, the adolescent needs to:

a. accept himself as he is
b. be accepted by others
c. feel his future roles are worthwhile
d. feel able to perform as an adult.

Self-examination is usually an individual project. No one can tell anyone else how it's done. The adolescent must learn what he is like in the eyes of all kinds of adults and many groups his own age. He still, however, must have courage to be himself.

During this time of self-examination the adolescent needs the support of adults close to him. He must be sure they will accept him no matter what he finds his self to be. Because many parents want their children to be popular, this acceptance may be difficult. It is important, therefore, to realize that each child is an individual.

As the child tries to find himself, success and failure are very important. Goals set by or for the adolescent should be close to his abilities. An adult guiding the adolescent should generally make certain he experiences more success than failures. The adolescent should be allowed to observe and judge adult models.

In finding himself, the adolescent will go through many adjustments. This is an important way of finding what he is capable of. Adjustment is a continuous process all through human development. Some situations require adjustment of the person, others of the environment and still others require adjustment of both.

Mountain-Plains Education & Economic Development Program, Inc.

Glasgow A.F.B., Montana 59231

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Group Activity Package

Student: _____

Date: _____

TITLE: Completing Growth from Childhood to Adulthood Discussion

OBJECTIVE:

Discuss ways adults can guide the adolescent in the growth to adulthood.

EVALUATION PROCEDURE:

Completion of group activity.

RESOURCES:

Attached discussion questions.

PROCEDURE:

STEPS

1. Divide group into three smaller discussion groups.
2. Each group review a different set of dicussion questions. Discuss together as a group and determine the best possible answers.
3. Choose a spokesman or spokesmen to present your answers to the whole group.
4. Take part in discussion of all groups presentations.

Principal Author(s): A. Webber

Completing The Growth Discussion

1. Describe some of the contrasts which you find in the behavior of adolescents.

2. What are some childish ways of behaving frequently observed in teen-agers, which you thing are best to ignore?

3. Research studies suggest that there is marked difference in the values which most American adults profess and those by which they live their daily lives. What is your opinion of this? What effect would this be likely to have on adolescents?

4. Reserach studies suggest that the values of youth today differ greatly from those which their parents held when they were young. List some examples of this. How can the adult, then, guide the adolescent?

5. From your observations of families, whom you know, as you think that many parents find it difficult to free themselves from their emotional dependence on their children? When they do, what are the reasons? What is likely to happen to the parent - child relationships when parents try to hold onto adolescents?

6. Do parents need to prepare themselves gradually for changing relationships to their children? If so, how would you suggest that they do this?

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Completing the Growth Discussion I

1. Describe some of the contrasts which you find in the behavior of adolescents.

2. What are some childish ways of behaving frequently observed in teen-agers, which you think are best to ignore?

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Completing the Growth Discussion II

1. From your observations of families, whom you know, as you think that many parents find it difficult to free themselves from their emotional dependence on their children? When they do, what are the reasons? What is likely to happen to the parent - child relationships when parents try to hold onto adolescents?

2. Do parents need to prepare themselves gradually for changing relationships to their children? If so, how would you suggest that they do this?

Completing the Growth Discussion III

1. Research studies suggest that there is marked differences in the values which most American adults profess and those by which they live their daily lives. What is your opinion of this? What effect would this be likely to have on adolescents?

2. Research studies suggest that the values of youth today differ greatly from those which their parents held when they were young. List some examples of this. How can the adult, then, guide the adolescent?